DOCUMENT RESUME

ED 206 959 EC 133 529

AUTHOR D'Zamko, Mary; And Others
TITLE Mainstreaming--How We Made It Work.
PUB DATE Apr 81
NOTE 23p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (59th, New York, NY, April, 1981, Session Fh-61).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Disabilities; Elementary Education; *Mainstreaming; Middle Schools; Prevocational Education; Program Descriptions; Secondary Education; Student Attitudes; Success; Teacher Attitudes; *Teaching Methods

ABSTRACT

The paper describes three programs--elementary, middle school, and secondary--that have been successful in mainstreaming handicapped students. Initial information is devoted to a discussion of the knowledge, skills, and attitudes needed by teachers and students regarding mainstreaming. The elementary setting described focuses on preparation of the special and regular education teachers, regular education students, and the classroom. The middle school setting employs an office practices prevocational model, with responsibilities listed for such positions as banker, errand clerk, and payroll clerk. Information on mainstreaming at the secondary level emphasizes cooperation between subject area teachers and special education teachers. The appendix lists 25 methods, techniques, and adaptations for the classroom teacher in a mainstreamed setting. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy

MAINSTREAMING- HOW WE MADE IT WORK

Mary D'Zambo
Assistant Professor
University of North Florida
Jacksonville, Florida

Earl Laflex
Duval County School District
Jacksonville, Florida

Donna Glenn
Clay County School District
Green Cove Springs, Florida

Lenore Webster
Clay County School District
Green Cove Springs, Florida

Lynne Raiser
Instructor
University of North Florida
Jacksonville, Florida

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Mary D'Zambo

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Mary D'Zamko
Assistant Professor
University of North Florida
4567 St. Johns Bluff Road
Jacksonville, FL 32216

MAINSTREAMING-HOW WE MADE IT WORK

Mainstreaming, placement of exceptional pupils with more typical pupils for at least a portion of the school day, has received considerable attention in recent years. A review of the literature reveals three definite trends regarding the mainstreaming movement.

1. Regular classroom teachers in general exhibit a negative attitude toward integration of handicapped pupils in typical classrooms.
2. This attitude results in part from perceptions of their inadequacy in teaching and managing exceptional pupils.
3. When the above facts are overcome, the most difficulty step remains successful implementation of mainstreaming exceptional pupils in regular classrooms.

This paper will address these three trends with emphasis on how successful implementation of mainstreaming has been accomplished in an elementary, middle, and secondary school setting.

Attitudes Toward Exceptional Pupils

Numerous research studies have revealed an overall negative attitude toward exceptional pupils by regular classroom teachers and pupils. Teachers often lack confidence in their ability to cope with the needs of these pupils. Pupils in regular classrooms reflect the societal attitude of rejection of exceptional pupils.

It follows then, that if teachers can be prepared to more adequately deal with exceptional pupils and a more accepting attitude can be developed

in all pupils, mainstreaming can be more readily accomplished.

Knowledges and Skills Needed by Teachers

What knowledges and skills are needed by regular classroom teachers to teach and manage exceptional pupils in their classrooms? The literature reveals that these knowledges and skills have been identified by reviewing the training special educators receive and from surveys of regular classroom teachers as to their perceived needs. From these sources, literally hundreds of knowledges and skills can be identified, however, they can be condensed into four basic clusters.

1. Knowledge of characteristics and educational implications of different types of exceptional pupils.
2. Skill in diagnostic assessment.
3. Skill in adaptation of teaching methods, materials, and curricula.
4. Skill in organizing instruction for individualization and behavior management.

Developing Pupil Attitudes

Development of a more accepting attitude by pupil peers can be facilitated by employing the following techniques.

1. The classroom teacher is most influential in setting the tone of acceptance by modeling this philosophy in the classroom.
2. An effective technique that fosters understanding of exceptional pupils is the use of simulations.
3. Common problem solving (group work where each contributes) has proven to be the most advantageous way to accomplish true integration.

As the following schools are described the reader will see how these teachers who face typical difficulties in mainstreaming (class size, time,

materials, etc.) have successfully met this challenge. The schools are representative of those in a large urban school district, a surburban school district and one in which there is basically a rural population. The techniques described can be generalized to other classrooms throughout the country.

Mainstreaming in the Elementary School

The elementary school is located in a large urban school district which employs cross city busing to achieve racial integration. The school has special education classrooms for the mentally retarded, learning disabled, and emotionally handicapped as well as a wing for physically handicapped pupils. The classroom described is a fifth grade with an enrollment of 30 pupils.

Exceptional pupils are mainstreamed into the class for different subjects depending on their educational needs. The largest group includes six physically and three mentally retarded pupils for a total of 39 pupils in a social studies class. The following activities precede the actual integration of the exceptional pupils.

Preparation of the Special Education Teacher

A. Determination by the special education teacher that the student has the skills to function in the classroom.

B. Identification of the physical or academic adaptations needed for the student to function in the regular class.

C. Identification of the students strengths and weaknesses.

D. Select of class time to begin initial mainstreaming (It is important to select a class which would provide maximum opportunity for success-- usually one to two periods in areas of student's strengths, where school work is on the student's academic skill level.

E. Provide the handicapped student an opportunity to visit the regular

education class and meet the teacher before assignment is made.

F. Determination of adatped equipment or special services needed by student to function in the regular class.

Preparation of the Regular Education Teacher

A. Learn about the student's handicapping condition--what are common characteristics? What can be expected in the way of performance? What are common difficulties the student will experience? Resources: Beck & Nagel Physically Handicapped Children--A Medical Atlas for Teachers. Green & Stratton, New York, 1975.

B. Learn about the appliances and special materials the student uses - How do you push a wheelchair up/down stairs correctly? How do you store wheelchairs?

C. Determine if any special methods, techniques, or adaptations are needed for this student to function more independently and more successfully (See Handout). Resource: "Mainstreaming the P. I. Child", by Kitty Doyle, Biltmore Elementary School.

D. Meet the student prior to placement and develop a rapport with him/her.

E. Meet with the special education teacher to determine specific strengths, weaknesses, and needs of the handicapped student.

F. Prepare the classroom - remove obstacles, make necessary adaptations to furniture, rearrange furniture etc.

Preparation of Regular Education Students

A. Invite a special education teacher to speak to the class about the physically handicapped program; what the common medical problems are, what the classes are like in the program, etc.

B. Provide the class with a set of crutches or a wheelchair and let them "exercise" how it feels to be in a wheelchair or on crutches.

C. Let a student spend a day in the special education class, simulating the handicap for the entire day, then reporting his experiences to the regular education class.

D. Have the students role-play positive and negative ways to help or not help people with handicaps.

E. Provide the students with reading materials about handicaps.

Preparation of the Room

There are two major considerations in arranging the classroom.

1. Physical space to accomodate wheelchairs, crutches, braces, and other prosthetic devices.
2. Arrangement of pupils to facilitate the use of educational media, carrels, chalkboard, seatwork, and group work depending on the requirement of the task.

The teacher of the physically handicapped is instrumental in assisting with suggestions to accomodate these pupils in the regular classroom setting. These suggestions are found in the appendix.

The arrangement of tables and desks is determined by the individualized small and large group activities. One group of pupils works directly with the teacher. Another group completes assignments which are explained on the chalkboard, or with the use of a overhead projector or tape. Individual seatwork is accomplished at desks or tables divided with cardboard to make carrels.

Preparation for Instruction

Exceptional pupils are assigned to existing groups within the classroom. The mentally retarded pupils are successful with those activities designed for slow learners and pupils who are achieving poorly. The learning disabled, emotionally handicapped and physically handicapped pupils may be placed in these activities if they are not performing well educationally. They may be assigned activities with other groups who are working on their performance level.

It is not necessary to design additional activities for the exceptional pupils.

Mainstreaming in the Middle School

The middle school is located in a small town which draws the school population from the surrounding rural area. The majority of the pupils come from a lower socioeconomic level. The school has special education classrooms for the mentally retarded, learning disabled, emotionally handicapped and gifted. The classroom described is a prevocational class in Office Practices. This semester the course may be taken by seventh or eighth grade pupils. Class size is average with the range dependent on scheduling for the semester.

Preparation of the Room

The classroom is arranged with pupils' desks facing the teacher's desk and chalkboard. The perimeter of the classroom has designated centers. These include artist, banker, bulletin board clerk, duplicating clerk, errand clerk, file clerk, office manager, payrool clerk, receptionist, records manager, safety manager, secretary, stock and inventory clark, and store clerk. The teacher's desk is flanked by a pupil's desk labeled Secretary on one side and another pupil's desk labeled Office Manager on the other. Materials and equipment related to the jobs are located at each labeled center.

Preparation for Instruction

The core of the Office Practices curriculum is typical. Pupils are tested over the contents of textbooks, skillpaks, and worksheets. In addition, responsibilities for each designated center are determined.

Artists Responsibilities

1. Thinks of a company name for his class and gets President's approval.
2. Draws a symbol to represent his company and places where teacher designates.

3. Assists the bulletin board clerks.
4. Designs play money--$1, $5, $10, $50, $100 and coins.
5. Puts design on ditto master and gets duplicating clerk to run off.
6. Cuts out money.
7. Takes care of all art supplies used and keeps supply cabinet neat and clean.
8. Does not waste supplies.
9. Keeps desk and materials neat and clean.
10. Does any other assigned tasks.

Banker's Responsibilities

1. Makes up a deposit slip and gives to duplicator to run off.
2. Cuts out deposit slips.
3. Explains deposit slips to employees when instructed to do so by President.
4. Cashes each student's check at the proper time. (Check for endorsement)
5. Deposits money each employee wishes to and gives them cash (play money) for the remainder not deposited.
6. Makes out a receipt for each deposit and gives to employee.
7. Completes a total deposited and a total disbursed record at the end of the nine weeks and gives to the President.
8. Keeps desk and materials neat and orderly.
9. Does any other Presidential assignment given.

Bulletin Board Clerk's Responsibilities

1. Changes the bulletin boards at appropriate times.
2. Keeps bulletin board materials in cabinets straightened up.
3. Designs at least one bulletin board each nine weeks. (President has books that will help.)

4. Chooses the best class papers to go on the bulletin board.
5. Assists the artist in cutting out the money, etc.
6. Keeps desk and materials neat and orderly.
7. Does any other assigned tasks.

Duplicating Clerk's Responsibilities

1. Duplicates any materials given to him by his President or other teachers.
2. Completes production schedule.
3. Staples masters back together.
4. Stacks papers neat and orderly and gives them to errand clerk to return to teacher.
5. Assumes responsibility for machine when he uses it.
6. Cleans up machine and machine table when finished.
7. Keeps desk in neat and orderly manner.
8. Explains machine operation to other employees upon request.
9. Does any other assigned duties.

Errand Clerk's Responsibilities

1. Designs "from the desk of" stationary for President.
2. Runs any errand that teacher assigns. (Takes down "skippers" names, if any, to dean's office--find out names from office manager.)
3. Assumes responsibility for materials given on errands and keeps notes confidential.
4. Goes directly to assigned area and returns promptly--does not loiter.
5. Keeps a record of absentees on appropriate form.
6. Keeps a record of all daily activities in an appropriate notebook.
7. Informs absentees what they missed.
8. Gets an assignment for absentees when receptionist passes out papers.

10. Does any other assigned tasks.

File Clerk's Responsibilities

1. Prepares a folder for each student in the class by putting a file label on each folder and each student's last name and then first name.
2. Puts all student folders in alphabetical order.
3. Files all student's assignments in bellows file in desk.
4. Files any other papers given by President.
5. Retrieves papers when called for.
6. Lets no one enter the files except the file clerks.
7. Keeps all files in neat and orderly conditions.
8. Keeps desk and materials neat and orderly.
9. Does any other assignment given.

Office Manager's Responsibilities

1. Makes a list of all employees in his/her classroom for roll call purposes with the dates of attendance at the top.
2. Calls roll as soon as the tardy bell rings.
3. Collects all absentee notes from the previous day's absentees.
4. Brings these to the President's desk and lets the President know at that time who is absent.
5. Reads office rules and board meeting procedures to employees.
6. Makes an employee's name record sheet to record employee's misconducts each time President instructs him/her to do so. (Must contain name, date, reason or rule broken.)
7. Informs President (no one else--this is confidential material) each time he/she has employee's name three times.
8. Arranges for board meetings. (Prepares front of room--chairs for all board members and employees and puts chairs back after meeting.)
9. Helps in deciding employee's punishment.

10. Checks absentee list daily and turns in the names of those not on list to President.
11. Takes the place of absentees if necessary or arranges for someone to cover their position.
12. Keeps desk and materials neat and orderly.
13. Does any other Presidential assignment given.

Payroll Clerk's Responsibilities

1. Determines a dollar value for the letter grades A, B, C, D, and E and posts it on paper for all to see.
2. Finds out the percentage of federal income tax withheld and social security tax withheld and posts it on the same paper.
3. Fills out payroll deduction--employee's earnings statements on each employee.
4. Designs a company check on a ditto master and gives to Duplicating Clerk to copy. (gets President's approval on design)
5. Fills out checks for each employee at end of each pay period.
6. Passes out checks at the end of pay period at proper time.
7. Keeps all employee records confidential.
8. Makes sure calculators are turned off at end of period and put away properly. Also keeps calculator stations neat and clean.
9. Keeps desk and materials neat and orderly.
10. Does any other Presidential assignment given.

Receptionist's Responsibilities

1. Makes sure door is closed after tardy bell.
2. Opens door when someone is there.
3. Makes sure all tardies sign a late sheet that has the heading name, date, time, and reason for tardy.

4. Get a box file and place name, job title, and class period on and use to file tardy notes.
5. Turns in the names of the students who have been unexcuseably late for three times to teacher.
6. Hands out all assignment papers and takes up all assignment papers.
7. Keeps a record of all visitors (date visited, time and purpose.)
8. Keeps desk and materials neat and orderly.
9. Does any other Presidential assignment given.

Safety Manager's Responsibilities

1. Explains fire exits and procedures.
2. Is in charge of fire drills (leads line, closes windows, turns off all electrical equipment and lights.)
3. Calls roll outside during firedrill.
4. Consucts a "fake" firedrill at appropriate time. (ask President)
5. Keeps assignment turn-in tray neat and orderly by paperclipping like assignments together at the end of the period.
6. Is responsible for helping President do quick clean-up at end of period (for example--pick up paper on floor and pushing chairs that are out, etc.)
7. Keeps desk and materials neat and orderly.
8. Does any other Presidential assignment given.

Secretary's Responsibilities

1. Keeps a list of all employee's names on a grade sheet.
2. Grades the office assignments that President asks him/her to.
3. Records all grades on grade sheet (confidential).
4. Attends board meetings and takes minutes in stenographic notebook. (Head paper with name, date, reasons for meeting.) These minutes will be referred to from time to time, so do not lose.

5. Takes office manager's name for misconducts if instructed to do so by President.
6. Informs President when she/he has office manager's name three times. (Confidential)
7. Makes grade sheets for jobs.
8. Keeps desk and materials neat and orderly.
9. Does any other Presidential assignment given.

Stock and Inventory Clerk's Responsibilities

1. Issues all supplies (rulers, magic markers, etc). This should be done by having students sign out each material on a sign-out sheet.
2. Makes a numerical record of rulers, etc., and makes sure they collect exact number issued.
3. Keeps books in correct numerical order in shelf.
4. Issues and collects books when used in class.
5. Keeps supply cabinet and shelves clean and in order.
6. Serves as librarian and checks out books from book shelf on appropriate form.
7. Makes appropriate form for signing out books and is responsible for it.
8. Keeps desk and materials neat and orderly.
9. Does any other Presidential assignment given.

Store Clerk's Responsibilities

1. Designs company letterhead and puts on ditto master.
2. Writes letters to restaurants, insurance companies, etc. to obtain free articles to sell in company store.
3. Addresses envelopes to companies, writes letters, and gives to President to mail.
4. Writes thank you letters to companies who send items.

5. Operates company store at end of nine weeks.
6. Sells items in store and makes appropriate change to customers with play money. (make sure you get your play money from artist)
7. Keeps a record of monies in cash register and prepares a statement showing all monies taken in and given out. (count all money and record before beginning sales.)
8. Operates calculator while selling and turn in tape to President.
9. Keeps desk neat and orderly.
10. Does any other Presidential assignment given.

Implementation of Instructional Plan

The classroom operates as a simulation of a real office. Each student applies for one of the jobs described above. Enrollment in the class usually allows for two pupils to be hired for each job. Applicants are interviewed and hired by the career education teacher, the guidence counselor, or the classroom teacher. This assures that each pupil's educational needs and capabilities are appropriately matched to the job for which he is hired. No additional preparations or modifications are necessary for the exceptional pupils who are enrolled.

Examples of jobs that are appropriate for specific types of exceptional pupils include the following. The requirement for duplicating clerk is basically manual performance. Little reading is needed, therefore, mentally retarded or low achieving learning disabled or emotionally handicapped pupils might be quite successful in this job. Activities of the errand clerk are particularly siuted to emotionally handicapped pupils who have low tolerance for long periods of sedentary school tasks. This job tends to develop personal responsibility while the flexibility of physical movements allows these pupils some outlet for this energy. Pupils with very low academic skills can learn some basic skills such as alphabetizing while employed as a file clerk.

Proficienty in arithmetic skills is necessary for the payroll clerk. Many learning disabled pupils are suited for this job because many of them have good math skills but are quite deficient in reading skills. These examples serve to show how the exceptional pupils are mainstreamed with no overt attention in the class structure.

Management

Behavior is managed through the use of a Board of Directors. The Board is composed of the two secretaries and the two office managers with the teacher acting as president of the board. Each infraction of class rules (talking, gum chewing, etc.) results in documentation by the office managers. After three infractions a Board meeting is called for action to be taken concerning the employee's misconduct. Repeated or serious misconduct requires the presence of the President of the board. Misconduct that cannot be handled by the board is referred to the Dean.

Mainstreaming in the Secondary School

The secondary school is located in a suburban area that is predominately at the middle and upper middle socioeconimic levels. The school is racially integrated. There are special education classrooms for mentally retarded, learning disabled, emotionally handicapped, and gifted pupils.

This section will focus on the coordination and cooperation between subject area teachers and special education teachers for the benefit of exceptional pupils. No particular classroom will be described.

Goals for Secondary Exceptional Pupils

There are three primary goals and concerns for secondary exceptional pupils in this school.

1. For the pupils to graduate.
2. For the pupils to develop a positive attitude toward the educational process.

3. For the pupils to leave school with some employable skill.

Scheduling of Students

The Exceptional Education Department receives information concerning each student who is to be classified in an exceptional category. After a review of the pupil's needs, the pupil's schedule is worked out by Special Education personnel in the framework of the master school schedule. The master school schedule lists the subject taught each period by each teacher. Subject area teacher are selected to mainstream exceptional pupils on the basis of their willingness and skill in teaching atypical pupils. All teachers (and the pupil, if possible) who will be dealing with the pupil are involved in the educational plan for that pupil.

The following courses are offered by the Special Education Department.

English (basic or advanced)

Mathematics (basic)

Science (advanced)

Study Skills

Coping Skills

Exceptional students may take these courses in the Special Education Department or in a regular class depending on educational need.

All other subjects are taught by regular classroom teachers. Provisions are made for adaptive physical education.

Graduate requirements are listed below.

The following courses and graduate credits are required for students who will graduate in 1982, 1983, 1984 and 1985. Minimum credits for promotion to the next grade are shown. *Courses that are available in the Special Education Department study skills and coping skills are recommended for all 9th graders.

9th Grade

I English

II Mathematics

III Govt. Geography

IV Earth Science

*V Study Skills

*VI Coping Skills

10th grade placement requires 4 credits

10th Grade

I English

II Mathematics

III Biology

IV Physical Education

*V Study Skills

VI Vocational

11th grade placement requires 9 credits

11th Grade

*I English

(II U. S. History

III Physical Education

IV

V Vocational

VI

12th grade placement requires 14 credits

12th Grade

*I English

II Americanism versus Communism/ Urban Problems

*III Study Skills (recommended only for pupils having difficulty in AVC)

IV

V Vocational

IV

Notice that the emphasis in the ninth grade is to prepare the pupils for academic success. Gradually academic support skills are phased out to be replaced by vocational training. This schedule is appropriate for mentally retarded, learning disabled, and emotionally handicapped pupils. Gifted pupils typically focus on academic coursework and executive internships and placement with mentors experience.

School Involvement of Special Education Faculty

Special Education faculty make an extra effort to be involved and visible in all activities. An attempt is made to know each faculty member personnaly although there over 200 teachers in this school. Special Education faculty join different groups for lunch. They express genuine interest in problems in the regular classroom. Special education teachers participate in all group activities including social functions.

The school regularly schedules meetings for Department chairpersons. These meetings provide an excellent opportunity to discuss difficulties any exceptional pupil is having in the school. The Special Education chairperson can offer suggestions to help solve these problems.

Suggestions to Regular Classroom Teachers

Special Education faculty support regular classroom teachers by offering specific suggestions for working with exceptional pupils in their classes and providing opportunities for exceptional pupils to receive help in the Special Education Department with regular class work.

Suggestions that have worked well include the use of peer tutors. Members of the National Honor Society provide tutoring after school. This has been beneficial both academically and socially. In one particular case the tutee is now in competition with the tutor. Gifted pupils have tutored other exceptional pupils.

A buddy system is also helpful. A peer in the class can help the exceptional pupil keep up with what is going on, take notes, locate particular material, help with class projects and be lab partner.

Many exceptional pupils are unable to read the textbooks, therefore, it is suggested that textbooks from the regular classes be taped. Pupils are required to follow closely in the textbook to improve concentration, comprehension, and reading skills. These tapes can be used in the regular classroom or in the

Special Education Department.

Regular classroom teachers are encouraged to send tests from their classes to the special education teachers to assist the pupils by reading the questions. Often these pupils do not perform well on tests because they lack the required reading ability or they cannot finish the test in the time allotted in the regular class.

Interaction with the Vocational Department is crucial. Plans are being developed for a special education teacher to work part-time to reinforce skills needed by exceptional pupils in vocational courses.

The Special Education Department has implemented two courses that are particularly helpful. Ninth grade exceptional pupils are encouraged to enroll in Study Skills and Coping Skills. The objectives of these survival courses are to prepare the pupils to pass the academic courses necessary for graduation and to help the pupils develop habits and attitudes necessary to be mainstreamed successfully in school and the work force upon graduation.

Summary

It is evident why the three programs described have been successful. The regular classroom teacher involved in these programs have been able to apply the teaching skills that are necessary to integrate exceptional pupils into their classes. These skills are:

1. Knowledge of characteristics and educational implications of different types of exceptional pupils.
2. Skill in diagnostic assessment.
3. Skill in adaptation of teaching methods, materials, and curricula.
4. Skill in organizing instruction for individualization and behavior management.

The Special Education Department and Student Services Departments in these schools have been instrumental in providing information, suggestions, and support services for the regular classroom teachers. Indeed it appears that the mutual respect and cooperation between the regular classroom teachers and these departments holds the key to successful mainstreaming.

Appendix

MAINSTREAMING:

Methods, Techniques, Adaptations for the Teacher

1. Appoint a buddy to bring teacher handouts to the students desk; carry books, open doors, assisting in a fire drill. etc.

2. Be sure the handicapped student knows the class rules. He is not to be exempt from safety rules or classroom behaviors simply because he is handicapped.

3. Make sure your room is free of obstructions and there is enough room between furniture groupings to avoid collisions.

4. Keep crutches, wheelchairs, etc., where the student needs them, not in everyone elses way.

5. Tape the students paper to the desk with a piece of masking tape applied to the top and bottom of the paper.

6. If there are accompanying perceptual problems, pages or assignments should be simple with only a few problems per page, and often a larger print is helpful.

7. Attach one end of a string to a pencil and the other end to the desk with a thumbtack or masking tape so that a student can easily retrieve a dropped pencil.

8. A typewriter or a tape recorder may be helpful for a none involved student.

9. If the child is unable to get a good grasp on pencils, crayons, or paint brushes, make them fatter by wrapping them in tape.

10. Triangular rubber holders can be put on pencils, crayons, and paint brushes to prevent rolling.

11. Cork may be glued to the bottom of rulers to prevent slipping.

12. Dismiss handicapped students a few minutes earlier for recess, lunchroom or gym so that they have enough time to reach their destination. A "buddy" can be sent along as a safety precaution.

13. Allow students to answer text questions orally, or have them record answers for later evaluation.

14. Use a chair equipped with wheels for children who need crutches, so they can move easily from group to group or add a platform with wheels to a regular chair.

15. Make a copy of your lecture notes for a handicapped student who writes slowly or with difficulty. It would also be simple for a classmate to insert a sheet of carbon paper under his paper so that a duplicate set of notes can be given to the handicapped student.

16. Obtain a small rubber suction mat to anchor a student's dish on the cafeteria table.

17. Provide a plastic or wooden ruler to use as a bookmark. They are easier to manipulate than a paper marker.

18. In uncarpeted rooms, it is sometimes difficult for a young student with crutches to get up from the floor. A regular classmate can be appointed to place his or her foot on the floor so the handicapped student may brace a crutch against it for leverage, thus permitting more independence.

19. The handicapped student may use a shoulder bag to carry books and supplies to class.

20. Students who are required to drink a certain amount of water every day can be reminded with a pocket chart and can eliminate teacher nagging.

21. Regular students can help push the wheelchair for a child who cannot push.

22. Over protecting a child is harmful. Ask yourself: "Is this really impossible for this child? Could he do it alone if I gave him more time?

23. Be extra patient and give extra encouragement to the child who is trying to be independent.

24. In learning centers with manipulatives, the student may require an extra pair of hands.

25. The student may require assistance in holding a ruler, in cutting with scissors, opening doors, turning pages, picking up books, copying materials and fastening clothing.